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Curriculum Paper - Limited Resources

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As a Staff trainer of Administrative Staff and Business Managers, I have found that a major problem in my area is the lack of resources for the Trainer. The “go to” source for my training needs is the Association for Talent Development (ATD). This Association is my bible for training-the-trainer.

I train in a highly specialized area therefore having an in-house trainer to facilitate training is cost effective. I train Administrative Staff and Business Managers in the Financial and Business processes and procedures as listed in the University System of Georgia’s Business and Procedures Manual. This is a challenging position. The technology used for Procurement, Accounts Payable and Report production is highly specialized and changes every day.

There are 192 staff members in my unit. Approximately 75% of them have earned their Bachelors degrees and about 15% of them have earned or in the process of earning their Masters degree. The remaining 25% have earned their high school diplomas and have been in their roles for many years.

Most of the groups that I train are visual, hands-on-learners who are comfortable with self-paced learning modules accessed through the Institute’s intranet. The learning style of each student is different. In this environment, a role of facilitator has been adopted. Therefore, it is important to have access to resources that can give guidance and instruction to the trainer on how to approach an environment where there is a diverse style of learning and most importantly, attitudes. In

other words, train the trainer. The University as a whole does not offer trainings for staff in this area.

According to information found at

<https://www.thoughtco.com/knowning-your-learning-style-1857098>, the Visual Learners are students who remember things that they have seen. The Auditory Learner is a student that remembers things that they have heard and the Kinesthetic Learner remembers things that they have experienced.

The goal is to develop and present the material in an understandable and meaningful way; ensure that the learner has fully understood and retains the information presented to them . The objective is to successfully instruct the learners on the various uses of the tools and technology needed to fulfill numerous purposes.

According to Mayer, Multimedia learning is learning from words (e.g., printed or spoken text) and pictures (e.g., animation, video, illustrations, or photos).The principle of Multimedia is that people learn better from words and pictures than from words alone.

Learning is a change in knowledge attributable to experience. Learning is a change in what the learner knows (inferred from a change in behavior caused by the learner's experience).

People learn through:

- Response strengthening (strengthening or weakening of an association).
- Information acquisition (adding information to memory and knowledge construction (building cognitive representations)).

A low level of Cognitive and Behavioral activity does not foster meaningful learning outcomes.

High levels of cognitive and behavioral activity fosters meaningful learning outcome.

In Multimedia learning we know that people have separate channels for processing verbal and visual material, known as dual channels. With limited capacity, people can process only small amounts of material in each channel at any one time. With active processing, meaningful learning occurs when learners engage in appropriate cognitive processing during learning (e.g., including relevant material, organizing it into a coherent representation, and integrating it with relevant prior knowledge).

I use multimedia technology to enhance the learning process. In observation of Mayer's learning principles it is important to me that I use all tools available to me to not only disseminate the information in an environment conducive to learning but to also ensure that my audience can embrace what is being presented to them.

The Association for Talent Development (ATD) Competency Model is the Standard that is recommended for Staff Trainers. The Association defines the skills and knowledge required for talent development professionals to be successful now and in the future. It captures changes driven by digital, mobile, and social technology; demographic shifts; globalization; and economic forces.

The Model is useful and I have incorporated these Standards into my learning curriculum. However, the fees for membership, certificate programs and the workshops are expensive and exceed my budget for professional development.

The Model emphasizes: (1) Foundational Competencies, or those that are important to everyone in the field, and (2) specific Areas of Expertise (AOEs), which are the specialized knowledge and actions required by specific roles. Each of these areas are beneficial to my success in the role of Staff Trainer.

Therefore, it is essential that I am able to have access to the trainings that are offered. Budgetary constraints have impacted my ability to take advantage of these opportunities. I have researched other train-the-trainer websites and organizations and found them to be equally expensive. The ATD Model is my preferred organization because the Model is related to my style of learning and training.

Having access to ATD's online workshops, speakers and videos in the following areas definitely have contributed to my ability to be effective:

The Areas of Expertise (Click on each link to watch my YouTube video on each Area - the resources used to complete these videos are listed in my Sources Cited page) are:

- **[Change Management](#)**

The ability to adapt to organizational change can be difficult. According to information found at

<https://www.cleverism.com/major-approaches-models-of-change-management/>

Change Management is the term that is used to refer to the change or transitioning people, groups, companies and projects from one state to another. Change management involves the application of structured methods and a pre-planned framework so as to steer business from its current state to a desired state. In an ATD video on Change Management, found at <https://www.td.org/topics/change-management>, Laura at ATD discusses the difficulties of dealing with and managing change in a changing work environment.

- **[Performance Improvement](#)**

The ATD Competency Model for Performance Improvement informs us that we must apply a systematic process for analyzing human performance gaps and for closing them. In an article entitled “*What is Human Performance,*” the author discusses the Human Performance Improvement process and the steps that we need to take to identify gaps; find the root causes for performance deficiencies; implement of solutions and evaluate the results.

- **[Instructional Design](#)**

Using the ATD Competency Model for Instructional Design we are informed that we must design and develop informal and formal learning solutions using a variety of methods. Furthermore, the article entitled “*Three Adult Learning Theories Every E-Learning Designer Must Know.*” informs us that adult learners are adults with previous knowledge and fixed ideas about what works for them. As an trainer of adult staff I am faced with the reality of interacting with individuals who are not comfortable with technology and the constant changes and how to use technology that best supports my instructional strategy.

- **Training Delivery**

The ATD Competency Model for Training Delivery informs us that we can use an informal and formal learning solution in a manner that is both engaging and effective. Incorporating our Manager’s opinion and the opinion of an SME is important for the development of training materials, however, according to Erik Palmer in his article entitled: “*Making Connections Transfer Learning,*” it is important that we add “specific additions that connect the speaker with the audience and specific additions that connect the content to the specific audience.” This ties into my belief that the trainer should tailor the content of instruction to meet the needs of their audience and/or students-learners.

- **Learning Technologies**

Using the ATD Competency Model for Learning Technologies we must apply a variety of learning technologies to address specific learning needs. Teaching students with

diverse learning styles, I have found that based on their style of learning, students can be comfortable in either a synchronous or an asynchronous learning environment. In his article entitled: *“Major Misconceptions About E-Learning,”* Tim Slade informs us that well designed e-learning materials is the key to keep learners engaged. Poorly designed instructional materials result in a poor learning experience for the student.

- **Evaluating Learning Impact**

The ATD Competency Model for Evaluating Learning Impact informs us that we must use learning metrics and analytics to measure the impact of learning solutions. Maura Kennedy reinforces this concept in her article entitled: *“The ATD Talent Development Framework: Evaluating Learning Impact.”* In addition, according to Maura, the biggest in evaluating learning is testing immediate recall. Just because a student does well on testing does not indicate that they will return to their desk and incorporate what was learned to their actual job. According to Kennedy, we must assess the learner over time using observation and evaluating feedback.

- **Integrated Talent Management**

Building an organization’s culture, capability, capacity, and engagement through people development strategies. The Learning and Development component of Talent Management ties into my duties as a Staff Trainer. Assessing an employee’s ability to execute their duties is important. According to DeTuncq and Schmidt’s article entitled: *“Examining Integrated Talent Management,”* talent management includes how the

employer measures and manages the employees ability to achieve strong individual and business performance goals.

- **Managing Learning Programs**

Provide leadership to execute the organization's people strategy; implements training projects and activities. According to information found at ATD's website, Managing learning programs is a complex task. The ability to deliver a variety trainings on a large list of subjects is difficult. My best practice for managing learning programs is to create and maintain a Year-Long agenda training schedule.

- **Coaching**

Apply a systematic process to improve others' ability to set goals, take action, and maximize strengths. According to Suzanne Coonan's article entitled: "Coaching Works. Here's Why," it is important to build a rapport with your clients (in my case it's staff). In addition, coaching is most effective when you follow observe these five factors, they are: Awareness, Alignment, Action, Accountability, and Acceleration. For additional information on these five factors visit Coonan's article at:

<https://www.td.org/insights/coaching-works-heres-why>.

- **Knowledge Management**

Capture, distribute, and archive intellectual capital to encourage knowledge-sharing and collaboration. The ability to capture and share knowledge with a large number of

employees is a daunting task. Therefore, an Intranet site was created to share and manage training materials with not only staff but faculty members. To learn more about ATD's advice on Knowledge Management, please visit their website at

<https://www.td.org/insights/knowledge-management-a-key-element-to-your-talent-strategy>.

In addition, ATD's Foundation Competencies serve as an affirmation and are the core of my personal standards as a trainer. These Competencies are a trainer's guide to conduct and industry standard.

The Foundational Competencies are: (Click on the link below to watch my YouTube video and learn more about the Foundational Competencies: [Foundational Competencies](#)).

1. Business Skills - Have the ability to:

- Analyze needs and propose solutions.
- Apply business skills.
- Drive results.
- Plan and implement assignments.
- Think strategically.
- Innovate.

2. Global Mindset - Have the ability to:

- Accommodate cultural differences.
- Convey respect for different perspectives.
- Expand own awareness.

- Adapt behavior to accommodate others.
- Champion diversity.
- Leverage diverse contributions.

3. Industry Knowledge - Have the ability to:

- Maintain own professional knowledge.
- Keep abreast of industry changes and trends.
- Build industry sector knowledge.

4. Interpersonal Skills - Have the ability to:

- Build trust.
- Communicate effectively.
- Influence stakeholders.
- Network and partner.
- Demonstrate emotional intelligence.

5. Personal Skills - Have the ability to:

- Demonstrate adaptability.
- Model personal development.

6. Technology Literacy - Have the ability to:

- Demonstrate awareness of technologies.
- Use technology effectively.

In closing, it is important as a staff trainer to have access to resources that are beneficial to my ability to excel. The highly specialized training provided for Staff on the University's procurement, accounts payable and report running system is invaluable. The cost savings of having an in-house trainer should be acknowledged when it comes to budget increases for

professional development. The trainings offered by ATD are essential to my ability to be effective and stay abreast of emerging technologies and concepts. My solution to this problem has been to access as much information that I can obtain from the website for free and use YouTube videos and literature to supplement for the items that I am not able to access through ATD's website.

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